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**the megill** **DAILY**

Thursday, 28 February 1985

Vol. 74 N<sup>o</sup>. 58



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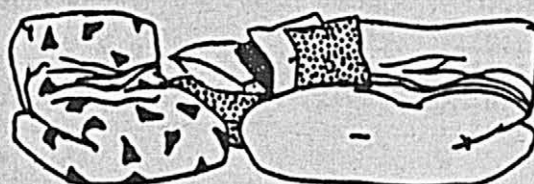
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# Bennett to exterminate Poli-Sci, anthro, more

VANCOUVER (CUP) — The B.C. government is putting pressure on the University of Victoria to cut its anthropology, political science, sociology and music departments, says the head of UVic's faculty association.

Government officials have offered

UVic administration president Howard Petch a modest increase in next year's operating grant if he agrees to eliminate the targeted departments, according to association president William Pfaffenberger.

Pfaffenberger said he learned of

the government's pressure on Petch when Petch spoke to UVic's faculty at a closed meeting January 18.

"The gist was that the government was bringing unbearable pressure on the president to give in on university autonomy," he said.

"If the government is able to get a foot in the door of a university's autonomy, the effects could be disastrous. University autonomy is directly connected to what universities are based on — academic freedom."

Petch, however, denied government officials have made the offer in return for the singled out arts departments. He said the government has only asked the university to justify the existence of these four departments.

"Their statement has been put forward as questions. That's how I've been hearing them," he said.

But in the February 5 edition of *The Ubyssy*, the University of B.C.'s student newspaper, Petch was quoted as saying "those (departments) are the ones they have mentioned."

Petch now denies he made the

comment. He did not ask for a retraction.

Petch said government officials have expressed concern that too many university graduates are emerging from social sciences and not enough from business, management, and engineering.

A government attempt to force a university to cut certain departments would violate the B.C. Universities Act, which states the power to determine cuts lies with the university senators and boards of governors.

"There has been no action that goes against the act," Petch said.

Pfaffenberger said Petch's comments at the January 18 faculty meeting coincided with government indications that UVic could receive a modest operating grant increase next year instead of the anticipated

## Report reaction: McGill is and must remain Anglophone

by Murray Smith

"Anglophone institutions such as McGill should take a firm stance on their right to remain English, otherwise they are contributing to their own destruction," says Christy McCormick, editor of the N.D.G. Monitor, a Montréal anglophone community newspaper.

The comment comes in response to a recent government report by Le Conseil des Universités, which accuses McGill of isolating itself from Québec's francophone community, and of failing to provide adequate services for francophone students.

According to McGill's V.P. Planning Edward Stansbury, "McGill's best contribution to Québec is to remain an English language institution." Stansbury defended McGill's efforts to integrate, but also promised to study the situation and correct McGill's behavior if necessary.

Although an official McGill response is promised, Stansbury's comments, calling the report "a caricature" with some truth but much exaggerations, indicates a degree of inflexibility on the part of McGill's Administration.

McCormick is indignant that McGill even acknowledges the need to integrate. "McGill is taking the wrong approach," he said. The Gazette has many French readers, he said, but they don't expect to see articles in their language there.

According to francophone McGill student Pascal Nigen, McGill professors do serve francophone

Trudeau Canada.

Newman personifies Canada's bland political center. His blandness is all the more remarkable considering the breadth of his experience with Canada's political and economic elite — Newman has authored a series of books on the subject.

In one breath Newman spoke of Conrad Black, the Chairman of the powerful Argus corporation as a "very selfish man," and called for

## Daily story used in Zundel trial

by Catherine Bainbridge and Albert Nerenberg

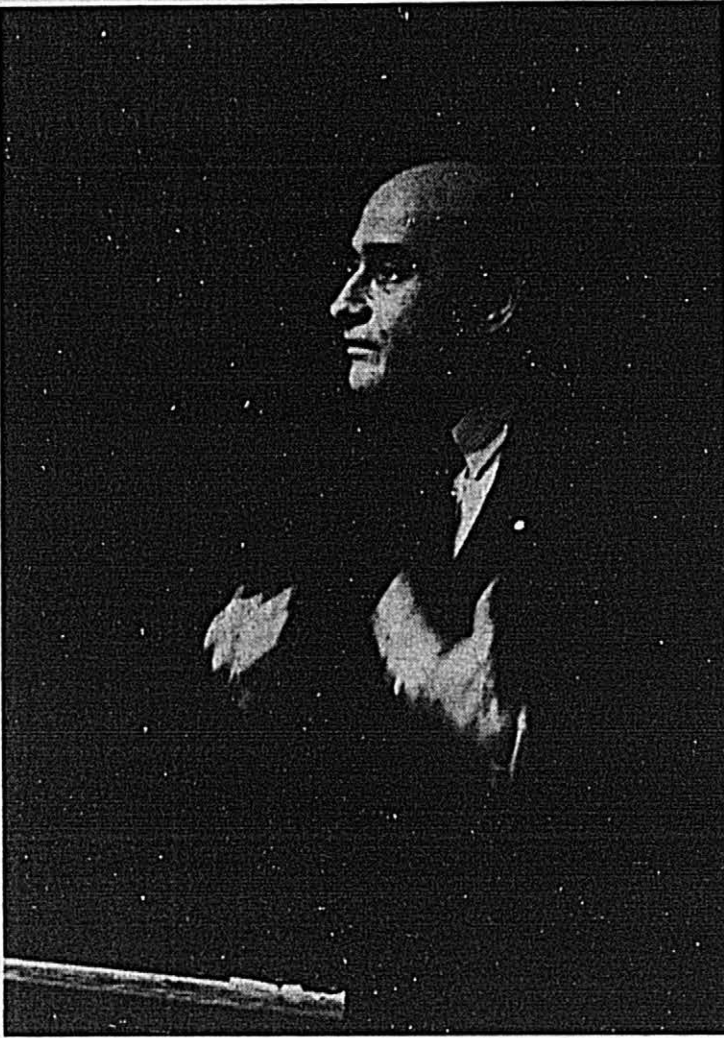
Information unearthed by the *McGill Daily* two weeks ago formed a crucial part of the evidence used by the prosecution in the trial of Ernst Zundel.

In the *Daily* article "Zundel's unknown past" (Jan. 30), Zundel was linked for the first time with the late Adrien Arcand, Canada's first and most famous Nazi.

The information was brought before the court after days of listening to defence testimony sug-

gesting the Holocaust never happened and was rigged by Jews to get international sympathy and money. Zundel claims he is not an anti-semitic.

Zundel's link to Arcand was crucial to the trial, according to Myer Helevi of the Jewish Defense League in Toronto. The prosecution had previously not been able to connect Zundel to any organized anti-semitism or Nazi party. Helevi said after finding out about the *Daily* story he arranged for the prosecution to be informed of the



## Newman on business and government

by Brendan Weston

Peter C. Newman, the man responsible for the *Macleans*, the Canadian version of *Time* newsmagazine, spoke in McGill's Leacock building Tuesday evening on "Finding the Future in Post-

## EUS endorses Daily Hike

The Engineering Undergraduate Society (EUS) endorsed the *Daily*'s upcoming fee hike by a vote of 16 to 3 (2 abstentions). The EUS has for years been the most organized and outspoken student society on campus. Before the vote on endorsement, the members brought up some of their complaints with the *Daily* such as the paper covered too much on issues like South Africa and not enough on events students want to read about.

## Why the McGill Daily wants \$2.00 from you:

For the past 75 years, the *McGill Daily* has been on campus reporting on university activities and promoting social change. The paper has become a leader in representing student views and an institution at McGill.

Severe financial problems continue to afflict the *Daily*. Under budgetary constraints the paper has had to shrink drastically in size and become cluttered with advertisements. It's come to the point where the *Daily* does not have enough money to support the variety and high quality journalism you demand.

That is why this year we are asking for your support on two fundraising questions. The first question deals with a \$2.00 across the board student fee increase to the *Daily*. The second question is aimed at equalizing all students fees at the \$5.70 annually undergraduates contribute. (Any changes to graduates students fees will be subject to negotiation with the PGSS.)

The funds derived from the success of these questions will help considerably to revitalize the newspaper. The new money will help to create expanded and more diversified issues, and allow the paper to expand its services.

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## ...exterminates

continued from page 3

and widely hinted at five per cent cut.

"It would take an idiot not to interpret that as a financial carrot," he said.

Pfaffenberger said Petch may be denying the comments because he thinks the leak could jeopardize talks between UVic and the government about next year's funding.

"If the news came out and embarrassed the hell out of the govern-

ment, it would be very counter-productive," he said.

Another professor who attended the faculty meeting, English instructor Charles Doyle, confirmed Pfaffenberger's story. He said Petch clearly indicated the government offered more money in return for the elimination of the four departments.

"My impression was that there is government pressure to change or cut or add programmes," Doyle

said.

Deputy premier Norman Spector has denied the government offered the increase to UVic and wants departments cut. But he did say the government asked the Universities Council of B.C., the mediating body between the government and B.C.'s three universities, to examine the "logic" of certain departments.

Spector added the government wants some areas of the universities to be strengthened but refused to elaborate.

## ...Conseil report

continued from page 3

students adequately. "The Conseil is using preconceived ideas which do not reveal the reality of the situation here at McGill," he said.

But McGill francophone Sophie Durocher supports the Conseil's report. She calls for more bilingualism in evaluations, administrative services, and student-run information, food and beverage

services.

Le Conseil's report also states that McGill's services should be in proportion to the growing number of francophone students which at present represent 23 per cent of the entire student population.

However McCormick insists "francophone students attending McGill should conform to the prevailing standards of the University."

## ...Zundel trial

continued from page 3

links.

In the thirties, Arcand founded the pro-Nazi Parti Sociale Cretien, an organisation openly describing itself as "fascist". Arcand also published several newspapers in Montréal in which he called for the denaturalisation of Canadian Jews and their deportation to Madagascar (an island off the coast of Africa).

Zundel met and came under Arcand's wing while he was a stu-

dent at Concordia University in Montréal. Before Arcand died in 1967, he planned leave his entire collection of pro-Nazi and anti-semitic literature to Zundel.

"I am not embarrassed for having known this man," Zundel said. Zundel's taped tributes described Arcand as "a great man who suffered the tragedy of being ahead of his time — the eagle of the North."

Zundel has pleaded not guilty to knowingly publishing false information likely to cause social or racial intolerance.

## ...Newman speaks

continued from page 3

business leaders to become our role models.

He also called our government's statements on cruise missile testing "lies" while calling for a program of conventional rearmament.

Trudeau, he contends, fell from power because he "lost his moral authority" as a reformer. He praised Mulroney's small town roots as well as his policies, but his sympathies were clearly Liberal.

The NDP would never come to power because they lacked a national power base, Newman said, and noted that they promoted

political polarization in B.C. Newman is no fan of B.C.'s Premier Bennett either.

Of journalism, Newman said that objectivity in journalism was a myth on one hand, but attributed the success of his book on Diefenbaker to its non-ideological approach.

He disliked the lack of competition in Canadian journalism, but hoped for tougher anti-combines laws.

Newman attributed the success of the Canadian elite to "a dedication to making money every waking minute of their lives, whereas most of us think it might be nice to be rich."

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123

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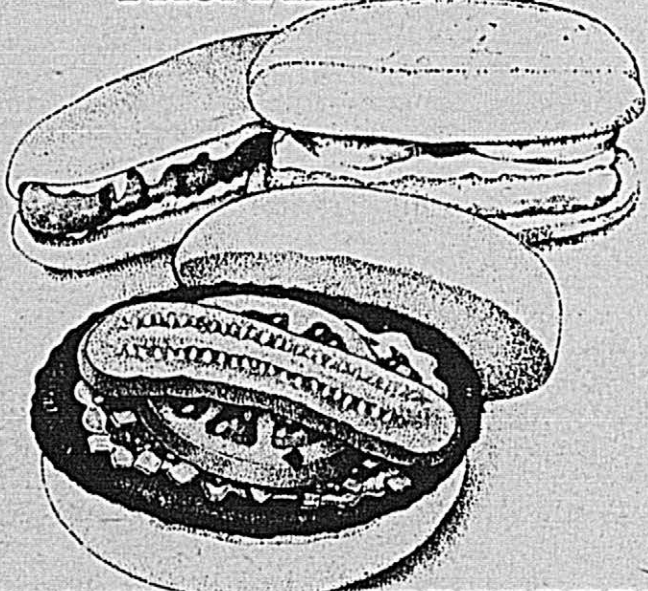
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## the geriatric university

## Life and death



by Rod Findley

By the year 2005, the average McGill professor, will be well into his sixties and rounding out a thirty or forty year career at McGill.

There is no retirement age at McGill.

In the late '60s and early '70s a huge glut of professors was taken on by nearly every university and college in North America. To meet the educational demands of the baby-boomers, a whole generation of post-graduate students were lifted from the library or lab and installed in our ivory towers. Here they stay, happily ensconced and cosily tenured, for the remainder of the century.

Three issues arise from this situation that make it worthy of attention: (1) this monolithic baby-boom professoriat has and will continue to make it virtually impossible for the majority of doctoral students to find university positions; (2) the question of maintaining quality education — after forty years of teaching the same thing — stagnation easily sets in; and (3) that the cycle is going to repeat itself, as, by 2005, this generation of professors will retire, causing a new hiring boom.

By denying the young scholars of the chance to pursue their field of interest in the university context, "You

are effectively throwing away huge piles of talent" says Professor Richard Hamilton of the Sociology Department. "It either goes into the private sector or it's just wasted." In fact, as students begin to realise they have little hope for a university teaching position, they will inevitably begin to steer away from graduate and post-graduate work unless it is directly job related (eg. an MBA).

"All universities are worried about the stagnation that might set in as professors grow older," said Sheila Sheldon-Collyer, McGill Secretary of Senate, but the problem is compounded as whole departments totter through their golden age in unison. As professors gracefully marinate, the spark that once drove them to intellectual heights often begins to flicker.

Tenure is a gratefully received insurance policy. It would be unfair to assume this as the norm. Professor Hamilton points out quite correctly that the knowledge amassed during a forty-year university career is an irreplaceable advantage in many fields. But the fact that the administration actually recognises the problem of the geriatric university attests to its significance.

Money has recently been allotted to the Physics department to hire two additional professors, specifically to add some fresh blood to a department which has not

hired a professor in fifteen years.

The ideal policy according to Hamilton would be a "continuous small quantity of hiring every single year..."

This is by far the most beneficial for the student, the teacher, the institution and the national interest. But consider, for a moment, the reality of the situation. There is little new hiring, insignificant turnover and no money to encourage either of these.

As it stands, come the early 21st century, the professors will retire *en masse* and the whole cycle will begin once again. A massive wave of hiring will be followed by a hiring freeze, and eventually mass retirement again. "I don't see there's any way to avoid it," says Sheldon Collyer, "It's a difficult situation, especially when you're broke."

At McGill, some attractive early retirement packages have been worked out to cut down on elderly scholars, but their effect has been minimal. Fellowship programs have also been established to lure future professors into the fold now, but again with limited success.

In the meantime, each new batch of students will confront an army of professors further removed from their experience — McGill's marching museum from an earlier age.

## In the aging university



## stress stress stress

## Exam stress blamed on the individual

by Diane Whelan

ANXIOUS?  
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Exam stress affects all students to some degree. McGill Night Line,

Counselling Services and the Mental Health Services all observe a sharp increase in the number of students complaining of insomnia and headaches — side effects of stress. Some go for help verging on nervous breakdowns and suicide.

The solution for the student suffering from stress, according to the American Mental Health Association

(AMHA) is not to blame the system, but lies in an individual's re-evaluation of her/himself. Students should examine environment, personality, habits and lifestyle to determine for themselves the possible causes for their stress.

However, a poll conducted at the time by the same organization con-

cluded the vast majority of students felt that stress was caused by the university system of assessment.

"Stress in students during exam time is just an accentuation of the problem many feel today in coping with reality," the AMHA report reads. "Stress, whether it appears as mental anguish in a student because of exams or is associated

with an abuse of drugs and alcohol, is a manifestation of the central problem of coping with life."

McGill has been recently changing the structure of their assistance groups. Arlene Byron began a new programme in January called The Reducing Study Stress Workshop. Byron believes the problem lies

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# ...exam stress may not be fault of system

continued from page 5

with students not being able to organize their time effectively and that exam stress is basically a symptom of this. Byron's programme focuses on relaxation techniques, meditation and thought stopping. She also offers practical advice on study techniques but states that the most effective aspect of the programme is the discussion that goes on between the students. Last semester

Byron ran the Test Anxiety Group, but says she found that only focussing on stress around exam time not enough. If students can learn to cope with anxiety during the rest of the year, they will be able to handle mid-terms and exams.

One of the more recent studies on stress has been done by Louise E. Kopolow, M.D. Kopolow sees stress as three stages of a circle: firstly, alarm; secondly, resistance; and lastly, exhaustion.

The more the stages spiral the worse the problem becomes. Exams provoke all three stages.

To use stress in a positive way and to prevent it from becoming "distress" it is important to become aware of your reactions to stressful events. While it is impossible to live completely free of stress and distress, Kopolow says, "...it is possible to prevent some distress as well as to minimize its impact when it can't be avoided."


**Daily Staff meeting today Union B03. Elections and fee hike to be discussed, nominations to be opened. Today 17:00.**

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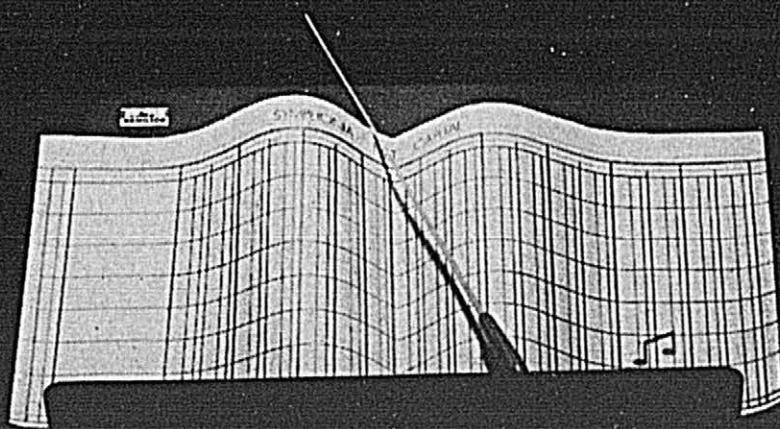
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# The myth of accessibility

by Peter Hammond  
of Canadian University Press

"Show me one person who can't go to university because of a lack of money."

That's an Alberta Conservative MP, Ernie Isley, taunting a crop of University of Alberta student politicians who tried to lobby him for more student aid a few years ago. "Bring me one," he demanded.

It remains a tough charge to answer. Although picking poor students is one of the best ways to reduce the chances of going to university, some impoverished youths beat the odds.

But more than 20 years of federal Canada Student Loans and various provincial bursary programmes have not equalized the odds of wealthy and poor attending university.

The barriers of skyrocketing tuition fees, living costs and foregone earnings are not all that blocks poor kids from higher education.

Many are sifted through the cultural screen of elementary school — held back by habits, motivations and language that don't fit the 'Dick and Jane' mold. A cultural difference becomes a 'cognitive deficit'.

The style that mom, dad and neighbourhood brought from the old country or bring home from the mills is not likely to be grammar approved by school boards.

Students without middle-class experience are sorted out by their language skills and manners, according to standards foreign to them. Where the fit between the school and the child is awkward, there are slots for these 'special' categories of students in 'special' classes.

Then, in early high school, kids are streamed, choosing programs according to the abilities and possibilities they have been told they have.

On the poor side of town, high schools are more likely to have larger numbers of basic (pre-employment) level students. In neighbourhood schools where the real estate is a bit more pricey, there are 'Collegiate Institutes' for 'advanced' kids headed for university or college programs.

So, it is no wonder that not a lot of kids are lining up at the gates of universities or demanding government funds to help them through.

Established Canadian Universities were built on the 'good' sides of their cities. The majority of those from the other side of town don't make it as far as the gates.

In a twist of irony, a provincial education minister told a university teachers' conference on accessibility to higher education last November that univer-

the passport to power in Canada. That's worth something.

Since 1958, Ontario governments have been committing themselves to improving the equality of access to universities. But, despite countless commissions and committees on student aid programmes and numerous revisions of these programmes, the gap between wealthy and poor students attending university did not narrow in the 70's.

While annual Ontario bursary funding grew from \$28 million in 1971 to almost \$90 million in 1981, a recent study shows no increase in the percentage of poor going to university.

Figures based on 18 to 21 year olds living at home, show the poorest 27 per cent of youth making up 19 per cent of university students in 1971, while the wealthiest 29 per cent made up 40 per cent of the student population. Ten years later (in 1981), the poorest 28 per cent made up 18 per cent of the campus crowd, and the richest 27 per cent were 41 per cent of youth at university.

That's not because brains only get handed out to those with

students who had better-than-average ability were almost twice as likely to want and expect to go on to university if they came from the highest third of income and status backgrounds than if they came from the lowest third.

But last summer, David Stager told the Bovey Commission on the restructuring of Ontario's universities and colleges that money doesn't matter. In a discussion paper prepared for the commission, the University of Toronto economics professor explained that family environments condition students' educational plans more than lack of money.

"It is increasingly evident that these cultural influences, and not financial need as such, determine whether students will continue to post-secondary education, and especially to universities," Stager said. Of course, he's right.

He went on to tell the commission that the price of education merely weeds out poorly-motivated students, for them the cost "may be seen or used as a reason for not going." And he commended a 1980 study, published by the Council of Ontario Universities, which suggests that costs ensure the academically strong get into school — if they haven't picked good parents.

"A well-motivated student with the requisite high school preparation can attend university in Ontario, although s/he may have to live in a spartan manner or work part-time," the study says. "Increasing accessibility beyond this minimum probably

U.S. publications cited by the Bovey report: since capital markets are less perfect at investing in human beings than they are at investing in physical goods, governments must assure these human investments are made.

It is from the same school of thought that Bovey and Stager have drawn the recommendation for what they termed an "income-based contingent repayment loan plan."

Milton Friedman first made this suggestion in 1955. He urged that students be encouraged to invest in their own education, by providing them loans to be repaid as a percentage of the income they earn after graduation.

According to David Stager, such a plan would mean, "any financial barrier to post-secondary education would be removed."

Contingency schemes, however, have been criticized in Ontario since 1968, when a student aid committee first recommended one. Students, academics and various commissions and committees have rejected massive loans as raising — not removing — barriers to university.

Research by the Ontario Federation of Students says "numerous studies... have shown that the prospect of indebtedness is a very real barrier to any working class student entertaining the prospect of a university education, almost as great as the existence of no aid at all."

Stager misinterprets *Does Money Matter?* as showing that students from lower income backgrounds "were more prepared to borrow heavily to finance their education than (sic) were students from the higher-income families," and suggests that his faulty interpretation of this report somehow proves his case.

Last September, the Ontario Council on University Affairs noted in its yearly financial analysis that in recent years, "the burden of support of (university operating budgets) has shifted somewhat to other sources of revenue such as student fees."

From 1977-78 to 1982-83, the proportion of costs paid by students rose from 15 percent to 18 percent of university operating costs. And the Bovey Commission recommends pushing that up to 25 percent by the end of the 1980's.

University education is still treated as an investment, but one directed more and more by government and industry, and less by students. And while people's backgrounds have never stopped affecting their chance of benefit from university, it's possible the next few years will dramatically widen the gap.

If students really are units of human capital, the province and the country will be losing out on the investment potential of those who are frozen out of univer-

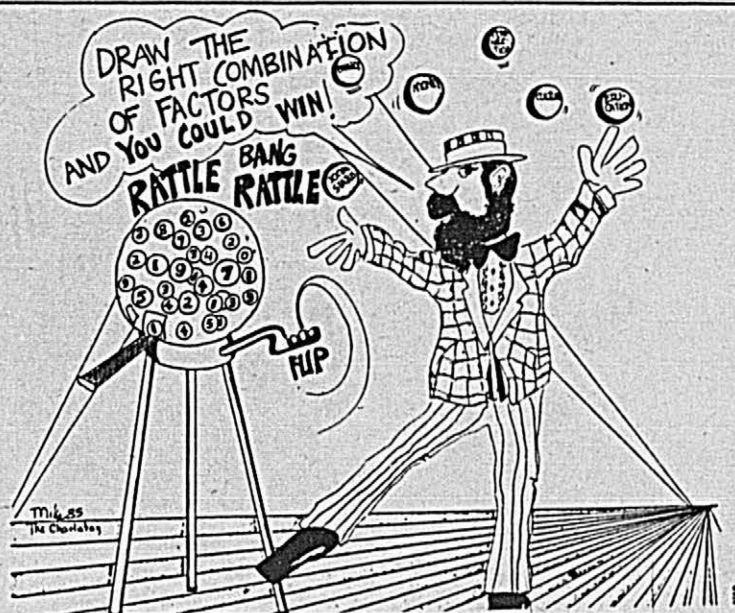
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sities should not be home to all.

"Universities are not for everyone," said Nova Scotia education minister Terence Donahue, suggesting all bright kids could easily choose that option, at least in his province.

"There are other places to provide training and education and other opportunities to learn on the job and through life," he said to the assembled academics.

Although universities are "special places" with "special purposes", Donahue said, those



who attend shouldn't be regarded as "in some particular or curious way inherently superior to those people who do not..."

But in some strange way, the marketplace regards university grads as more valuable. Talented people do many complex jobs, and do them well in our society. But jobs that require a degree pay more.

"We are not discussing superiority or worth," Donahue blathered, unchallenged by his audience of polite professors, "we are discussing difference."

It's a difference that allows the best pay cheques, the best working conditions, and part of

bucks.

John Porter documented the elite nature of Canadian universities of the 1950's in *The Vertical Mosaic*. In a 1970's study, published as *Does Money Matter?*, he and two other sociologists surveyed 8,500 high school students.

They measured the students on a relatively "culture-free" intelligence test, asked about their parents' occupations and incomes, and asked them about their educational plans, and the effects of student aid.

What they found says something about the population now in university. Grade 12

involves increasing opportunities for prospective students who are ambivalent, poorly motivated, inadequately prepared, or misinformed about the value of future education."

Stager's viewpoint, shared by the Bovey Commission, is based on the view of education as an investment.

In this 'human capital' theory they subscribed to, education upgrades a student's potential productive value to society. This idea grew out of the need to explain productivity increases, and was developed by economists at the University of Chicago.

That rationale lies behind the



# Research in the Faculty of Death

by Adam Quastel and Melinda Wittstock

*"My feeling is that if the work is going to be done, I'd rather have it be visible... rather than moving somewhere else where it can be done silently, freely... The campus will be insulated and apparently pure, but the work is done effectively and without constraint."*

*In fact, my proposal, and I meant this quite seriously, was that the universities ought to establish Departments of Death that should be right in the centre of campus, in which all the work in the university which is committed to destruction and murder and oppression should be centralised.*

*They should have an honest name for it... It should be called Death Technology or Theory of Oppression or something of that sort, in the interests of truth-in-packaging. Then people would know what it is; it would be impossible to hide. In fact, every effort should be made to make it difficult to hide the political and moral character of the work that's done."*

Noam Chomsky, in  
"Linguistic Analysis"  
December 1978

McGill's 'Department of Death' is unobtrusive. There are no courses in death offered. Yet the 'Death Technology' that Chomsky speaks of is being researched and developed in different departments all across campus.

Few realize the extent to which military research is being done at McGill, and in universities across Canada, because it is so diffused. The problem is, the professors doing the research don't seem to realize it either.

The proliferation of research contracts with the Department of National Defense in Canadian universities can only serve to fuel the arms race. This very same research may have potential benefits for civilian innovation, yet this is not its *raison d'être*.

Political science professor, Sam Numoff, says it is more difficult to clearly point to irresponsibility of academics in the social sciences. He says the university should be aware of those acting as "consultants" (delivering policy papers) for military organisations and policy think-tanks in their spare time or when on leave.

"If you want some evidence, I know of a few professors (at McGill) that take leaves of absence to work for the American government in the area of 'policy oriented studies'."

Physical scientists may do the actual research that leads to 'innovations' with primarily destructive applications, but

ideological justifications for such social irresponsibility, allowing it to continue. Both are equally culpable.

This article, the first part of a two-part series on academics and social responsibility, will deal with the physical sciences.

outside the university in researching and developing both the technology and the ideology that has lead, since World War II, to the spiralling race now before us.

Academics made the Cold War possible, both here and in the Soviet Union. Without their help, governments and corporations could not have created the nuclear age.

Some scientists recognised the dangers inherent in nuclear weapons either during the development of the first line of atomic weapons, or immediately afterwards when their existence was dramatically demonstrated to the world.

Norbert Wiener, an influential mathematician during WW II, opted to completely dissociate himself from all military research, whereas many scientists like Oppenheimer and Hans Bethe worked to produce the atomic bomb, in light of the Nazi threat.

Wiener writes about Hiroshima and the first atomic bomb in his autobiography:

"At first I was of course startled, but not surprised, as I had been aware of the possibility of the use of the new Manhattan Project weapons against an enemy. Frankly, however, I had been clinging to the hope that at the last minute something in the atomic bomb would fail to work, for I had already reflected considerably on the significance of the bomb and on the meaning to society of being compelled to live from that time on under the shadow of the threat of limitless destruction."

After the war, Oppenheimer and Bethe set a much popularized example for other scientists by refusing to work on the

newsmagazine *The Progressive*, Bethe was just one of the scientists accused of "espionage."

Unfortunately, Oppenheimer's and Bethe's example did not incite many U.S. scientists to reject involvement in the research and development of the H-bomb. And, in light of the McCarthy witch-hunts, it is not surprising that most scientists conformed to government/military demands.

Today, it doesn't pay to do research that is unorthodox or hostile to the present value system of society, says Numoff, because it won't attract funding.

When the finger is pointed at socially irresponsible academics, it is usually pointed at those in the physical sciences. Inventions such as nuclear weapons, nerve gas, and fuel air explosions, to name a few, are the most obvious examples of the lack of social responsibility.

Physical scientists are almost always seen as the most culpable party. Not only do scientists have a monopoly on the knowledge most relevant to the creation of technological monsters, but they are the people the arms industry and the government are crucially dependent on to further their own interests.

It comes as no surprise that the Canadian and American Departments of National Defense channel a vast amount of research dollars into military research and development into universities.

Although McGill receives fewer grants than other major Canadian universities, it ranks among the highest in terms of the total monetary grant allotment. In 1978/79, McGill

chemicals and gases that have direct applications to chemical warfare.

Last year, Professor W.D. Marshall of the Agricultural Chemistry and Physics Department agreed to a DND contract worth \$94,348. Marshall told the *Daily* at the time his experiments involved the testing of the safety of an antidote that offsets the effects of

"organophosphorus compounds" which are used, in mild doses, as an insecticide. In a stronger form, they can be used as nerve gas. He says his research will be used to treat accidental insecticide poisoning and feels it to be "beneficial" and "worthwhile."

Professor Chang of McGill's Artificial Organs and Cell Research Centre is testing the absorption of contaminants for the air by charcoal with a DND grant worth \$226,146. Interviewed last year by the *Daily*, Chang said that although his research had possible uses in the "production of equipment for troops facing chemical attack," it was primarily focussed on non-military objectives such as industrial decontamination.

McGill Geography professor J.T. Parry received \$343,000 from Supplies and Services Canada for the National Defense Research Establishment last February to research "terrain mobility" for Canadian armed forces vehicles. Parry refused to comment on the applications of his work.

Presently, Dr. R. Knystautus and Dr. J.H.S. Lee are researching fuel air explosives under a \$200,208 contract with the Department of National Defense. Their contract states "the goal of the research is to properly assess the effects associated with a Fuel Air Explosive device." Despite some beneficial civilian applications of much of this research, the source of funding must be considered. DND funding means possible military applications. If it didn't, why would the DND bother?

But, says former Canadian Minister of Industry, Trade, and Commerce Jean-Luc Pepin, "my contention is that it is very difficult to identify what is civil research and what is military research in many instances; that a lot of civilian research leads to military innovation and a lot of military research leads to civilian innovation."

Pepin claims military research will lead to huge civilian benefits. However, more and more researchers in the last 40 years have come to the opposite conclusion.

In a study done by Ahab abd el-Aziz of the University of Waterloo and John Bacher of McMaster University they call Pepin's claims either "intentionally misleading, exaggerated or highly misinformed."

Aziz and Bacher write in their study that spin-offs for civilian use from military research are few. For example, investment in the research and development of



In a world moving closer to the brink of nuclear annihilation, there is an increasing need to assess the role of academics in the perpetuation of the arms race. The Military Industrial Complex includes and is crucially dependent on academics to create the weapons of destruction as well as to justify them.

If we are to survive, we must become more aware of, and critically assess, the nature of

hydrogen bomb. Oppenheimer and many others refusing to work on the H-bomb were harassed by the FBI for their crusade to educate the American population about the stark realities of nuclear weaponry.

The FBI victimized the closely-knit community of atomic scientists at the height of the McCarthy period, an FBI document obtained through the U.S.

Freedom of Information Act reveals. According to U.S.

received the sixth largest number of grants (29), but received the most money from DND, ranking in first place among all Canadian universities, with a total of \$1,526,594.

By 1982/83, McGill ranked fifth in the number of grants (39) received and second in the total amount of grant money (\$1,954,092). Figures for 1983/84 are not available yet.

McGill is presently receiving DND grants to do research on



## unscientific social science

# Dissillusionment in the un-science social sciences

by Leela MadhavaRau

Are students in McGill's social science programmes studying under false pretences? Are the "scientific principles" they learn applicable to anything outside textbooks and incomprehensible academic journals?

The belief that the politics of society may have some rational scientific basis tends to be more of a horrifying concept than one of comfort. That one country's intentions to completely dominate another can be proven through a formula sounds unlikely; after all we tend to think of scientific experiments revealing the true answer through a torrent of numbers and formulae.

Yet that realm of study which calls itself the social sciences is willing to claim infallibility on the basis of their studies and investigations, just as the chemist or physicist is in the lab.

A textbook on social science research methods used within the anthropology department at McGill states, "Much social science research aims to help make better decisions. Research is used for planning in advertising and national propaganda. Judges, bureaucrats and

legislators often ask for research on which to base judgements, regulations and legislation."

At McGill, there are seven disciplines which may be considered "social sciences,"

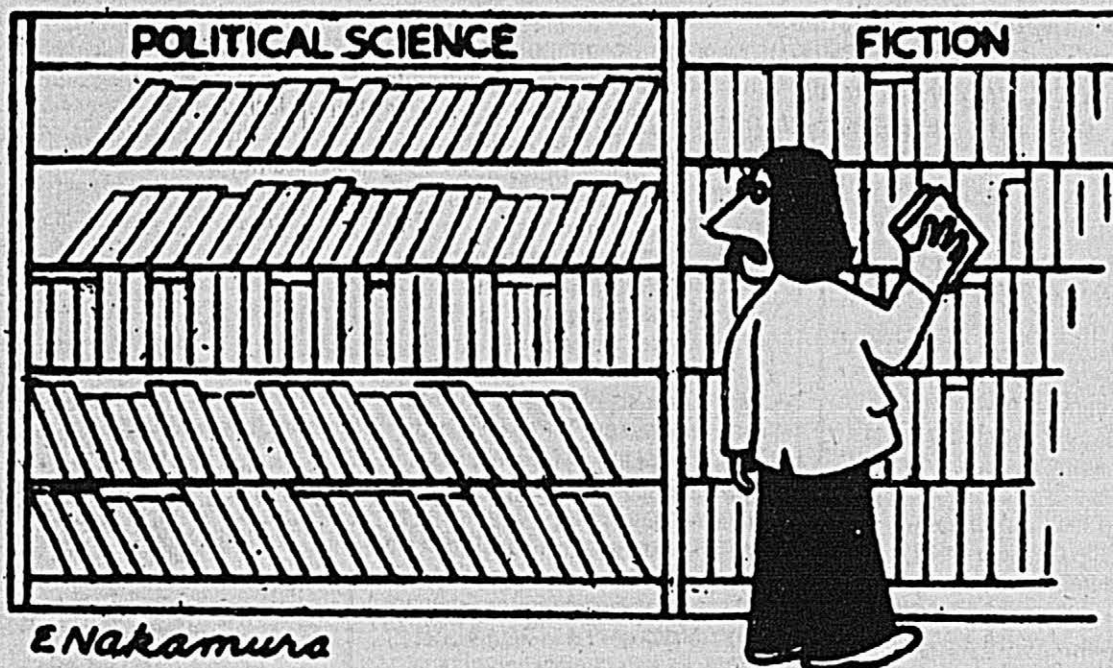
These are anthropology with 125 registered students, geography, which may be taken as either a B.Sc. or B.A., has 121 students registered in arts. There are 355 students registered in history this year, 750 in political science, 1038 students are in the psychology department with 80-85 per cent of that number studying within the B.A. programme. Two hundred and twenty-seven students are in the McGill sociology department.

Over two thousand McGill students are studying, therefore, within a field many regard as operating under false pretences. The study of politics is not a verifiable science with reproducible experiments. After all, one cannot recreate the experience of Nazi Germany simply to confirm a hunch that certain people will respond to mass movements in different ways. The study of humankind often involves supposition or one-time observation of a situation.

Yet most sociological, anthropological, psychological etc. experiments do fall within the purview of the dictionary definition of science: "any branch of knowledge based on systematic observations of facts and seeking to formulate general explanatory laws and hypotheses that could be verified empirically."

Much of the original social scientific research carried out does follow this definition. The researcher will devise elaborate charts, statistical formulae, interpretations, and follow a set pattern time and time again.

However, the danger arises



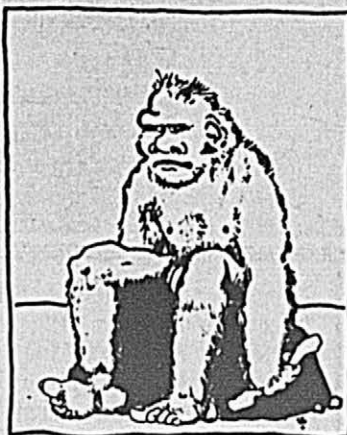
**"Over 2000 McGill students are studying...under false pretenses"**

when social scientists attempt to use their research to define political, social and cultural criteria as absolutes without leaving open the possibility for variance. They will try to compact social conditions into neat little packages to be used again and again.

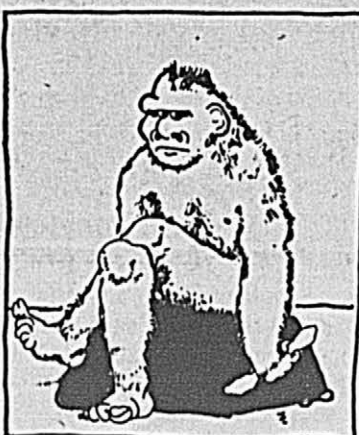
Revolutions will not occur according to a political scientists' ideas of what the perfect revolution should be. The time, place,

condition of the people, even the number of AK-47 rifles will determine the course of the battle. Social scientists cannot construct strict guidelines based on the Algerian revolution and expect this to be applicable to Mozambique. Scientists can be sure inert gases will not change composition from one day to the next. Their experiments and results can be believed time and time again.

**ANTHROPOLOGY LESSON #28**  
**THE FIRST SIGN OF CULTURE IN PRE-HISTORIC MAN**



HOMO ERECTUS, MAY 12, 928,266 B.C.



HOMO ERECTUS, MAY 27, 928,266 B.C.

However, the continuing identification with the "pure" sciences is not surprising. Social sciences are not a product of the twentieth century. Their history can be traced back to Francis Bacon in the seventeenth century. Bacon felt that everything that had previously passed for knowledge was totally erroneous and that he could achieve a total reconstruction of sciences, arts et al. Although his examples of experiment and induction were all within the natural sciences he was guided by a social concern. He believed the progress of science would have definitive effect on social conditions.

René Descartes' world view revolved around the fact that the universe was an orderly place and therefore understandable — a principle which came to be of importance in both the natural and social sciences.

Thomas Hobbes in his famous *Leviathan* saw society as a dynamic changing force whose movements and changes could both be examined and understood. However, he also established one of the first scientific principles in stating that the understanding of complex phenomena (society) could only be achieved if it were reduced to its most simplistic and basic elements. This was later applied to the study of

social institutions.

Through the next few centuries, the new social scientists attempted to devise laws of human nature and of social life. There began to be a search for universals in human behaviour by such men (and only men) as Herbert of Cherbury who was investigating religious beliefs, Hugo Grotius whose interest lay in law, and Thomas Mun who planned a universalist approach to trade and economy.

This brought about the social domain as a distinct area of scientific investigation. It was no longer simply an appendage on the back of the physical and natural sciences as they then existed.

Giambattista Vico, agreeing with the feeling of the time that the physical laws of the universe were stable, decided that it was obvious to the most unobservant of citizens that societies were in a constant state of flux.

However, he felt this change was regular and was thus subject to laws. His search for these laws involved the reconstructing of the entire human history known to 1725. Ultimately, his law seemed to resemble natural law more than a distinct regulation concerning societies. The overall principle of change was one of flux and reflux or 'corsi and recorsi', better known as the law of historical recurrence.

Baron de Montesquieu also set out to discover the universal properties of all laws. He once said, "Laws, in their most general signification, are the necessary relations arising from the nature of things."

In the early nineteenth century Claude-Henri de Saint-Simon attempted to devise a unified theory of science which would thus align the study of society with the natural sciences. Astronomy, physics, chemistry and biology worked on the basis of positivism and had made rapid gains, therefore their method should become the way for all sciences, especially the social sciences. He named his new science "social physiology."

In the past few decades, many of the social scientists have resorted to formulae, mathematical solutions and an increasing reliance on scientific data to put across their theories. With its background, social sciences can, of course, lay claim to some scientific basis. Much of the research and field work is carried out within a strict framework, however the simple differentiation between natural phenomena and societal transformations is sufficient to render the social sciences, at best, 'patterns of occurrence.'

Human minds are creative and unpredictable. Social scientists cannot claim humans will react to every situation in a given way.

Physical scientists can give fairly definitive proof that gasses, metals, and lungs will respond identically to a given external stimuli.



# Competing for marks: students caught in the rat race

by Anna Asimakopulos and Melinda Wittstock

It's midterm season at McGill and John wants to do well. Doing 'well' means getting a better mark than anyone else in his large 200-level course. For John, getting the best mark in the class means sabotage.

It's three days before John's exam. While in the library, he grabs the library's only copy of a periodical that is required reading for the course and steals into the bathroom. Shutting the stall door behind him, he proceeds to tear pages out of the journal so that he and only he will be privy to priceless information.

It's three weeks later and the marks are posted up outside the professors' office. With some of his 'competitors' I.D. numbers carefully memorized, John checks their marks in relation to his own. "Jesus Fucking Christ," he mutters angrily to himself when he finds he has only gotten the second best mark in the class.

This is only one manifestation of the cut-throat competition rampant at McGill and at universities in general.

Competition is not always so blatant; it may be found on a more subtle level. Students often perform psychological warfare on each other which can be just as destructive. Many try to sabotage others' confidence by pretending they never study and then almost always emerging from the course with an A — of course, after secretly studying night and day for weeks. Others who have studied and done average or worse are made to feel incompetent or dumb.

Many students will refuse to lend others their notes; others will lend notes that are pure misinformation. Some students steal exam corrections posted by professors so others won't be able to correct their mistakes for the final. Others just buy 'A' papers, sometimes for close to \$100 or more.

The level and form this severe competition takes is different in different faculties. Medicine and Science are described as the two faculties, by professors and students alike, that are the most cut-throat; while professors in the Faculty of Education say their faculty is the least troubled by destructive competition.

The extreme stress and anxiety that many students suffer can be linked directly to the high degree of competition in the university.

Education professor Pat Cranton of the Centre for University Teaching and Learning, says competition leads to "tremendous amounts of anxiety and promotes secrecy" among students.

Professor Taylor of the psychology department likens coping with competitiveness to learning a set of survival skills. "In addition to intelligence, students have to learn how to 'play the game'," he says.

"Playing the game" requires looking out only for number one, says Educational Psychology and Counselling professor Carl Frederikson. "Self-centredness" seems to be the name of the game these days.

## Snatching the shrinking pie

Frederikson attributes the increasing competitiveness among students to "the

times, the economy, and the competitive mentality in the Reagan era."

In an era marked by high unemployment and decreasing accessibility to universities, students have become increasingly anxious about their futures. A reflection of the rampant conservatism prevalent in society and the resultant stress on the 'competitive ethic', cut-throat competition is a survival tactic for many. To get ahead, many feel they must search for an edge over others that will give them an advantage in the job market upon graduation.

"Competition is a reflection of general economic health," says Political Science

trance into advanced training is so increasingly limited, students are more competitive, more career-oriented."

The narrowing of the job market, says Student Counselling Director Rona Steinberg, means that today, students think they have to excel not just to get the best job, but to get a job. "There just aren't as many jobs, and students know that," she says.

Steinberg also points to increasing competition for entrance to graduate studies. She says students assume they have a greater chance of getting a job if they have a Masters degree. Many also come back and do graduate work because they weren't able to find a job.

As a result, "there's a greater number of students applying for the same or a smaller number of positions," she says. For this reason, students need better marks as undergraduates to be able to do graduate studies, leading to increased competition among undergraduate students.

## Competitiveness gets high marks in the job market

Steinberg says students have to have "superior marks" because "the first thing the graduate schools and the large corporations do is look at your marks. 'The better the grade,' says

And, "unless students do brilliantly," he says, "it's probably accurate to say they won't get a job."

Competition in the university is based on the assumption that better grades will get you a better job. But, "that's a naïve assumption," says Director of McGill's Teacher Education department Professor M.J. Bain. "They just want to see a certificate, a degree."

Implicit in the structure of the university is the competition prevalent within its walls. The degree to which universities encourage competition mirrors directly the society we live in. That society is a competitive society.

Since universities don't lead society, but follow it," says Bain, competition is "reflective of the dominant ideology" and the value system present at any given time in society. "If you look at the history of education, it reflects the need of the economy," he says. And, "capitalism is all about encouraging competition."

## Elementary Competition 101-D

Instilled in all of us through the socialisation process are competitive and individualist values. These values are both perpetrated and reflected by the education system. Beginning even in elementary school, there is always a great deal of emphasis on individual performance relative to others.

Education professor and specialist in early childhood and elementary education Dr. Lyla Wolfe admits elementary education can be seen as being geared to the measurement of individual merit relative to others, but she says it is not encouraged.

"I don't think there is an encouragement towards competition, no," she says. "We ask the children not to compare themselves to John, Mary or Peter."

Competition may exist at this stage, the focus, says Wolfe, is on "the child's self-concept, the child's own success."

Wolfe points to the fact that competition at this level may increase with the Québec Ministry of Education's decision to implement testing at the end of Grade 3 and Grade 6 in order to make sure "children come out of school with the required skills."

"This is going to create competition," says Wolfe.

By the university level of education students have already acquired a competitive outlook to education. In Québec the latter years of high school are spent trying to get good enough marks to get into CEGEP, the two-year qualifying school of education for university. In CEGEP students have to achieve a certain average to get into university. It is more competitive to get into some university programmes than others.

The present funding cutbacks being waged against Canadian universities mean higher education is becoming less accessible. There just aren't enough resources to accommodate all those wanting to attend university. Less place

Sometimes...  
I think that if we  
were only to work together towards the  
same goal, if we co-operated, we might  
accomplish  
more than we could  
individually...



professor Sam Noumoff. In a harsh economic environment, he says, there is an emphasis on individual achievement over others.

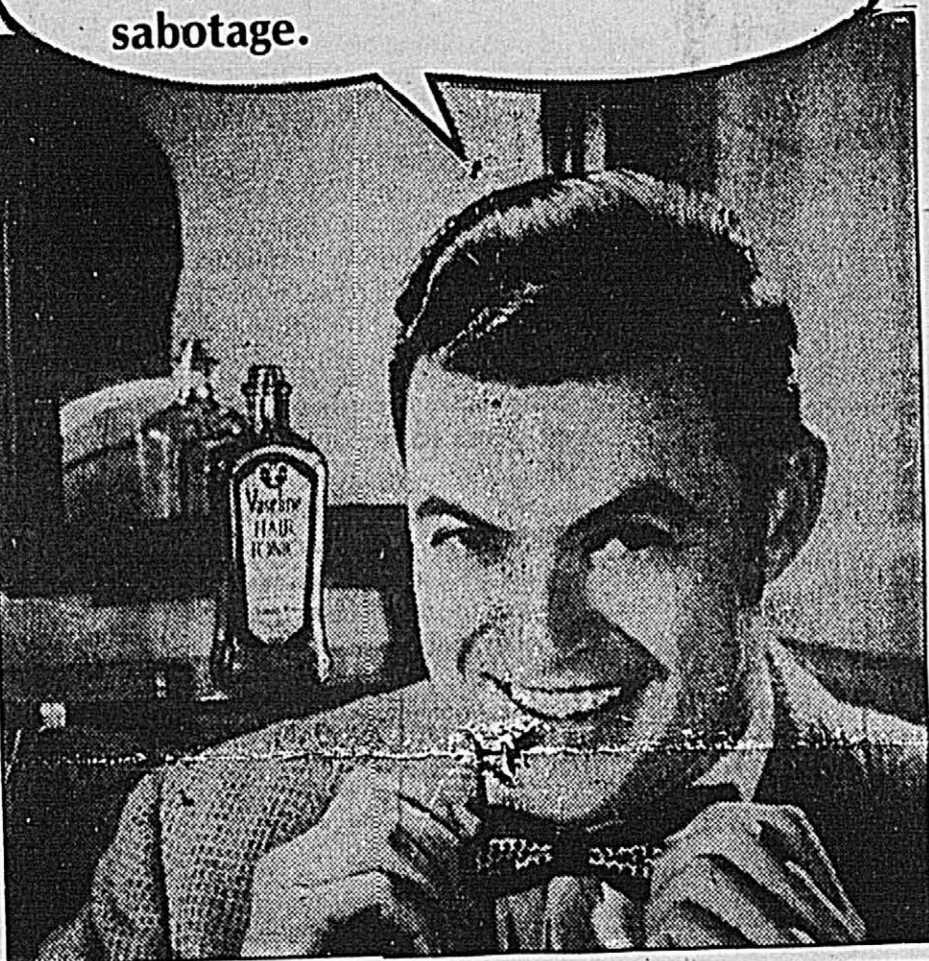
"My sense of it," Noumoff says, "is that because jobs are so tight and en-

Steinberg, "the better a person will do in the job market."

Professor Bornstein of the Political Science department agrees competition is directly "connected to the status of the job market."



**Jump on a jelly-fish Jack!**  
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students means higher admission standards and a higher degree of competition among high school and CEGEP students to gain admittance to university.

Students are thus well-practiced at 'competition' by the time they are enrolled in the undergraduate programmes at university. Decreasing accessibility to graduate studies and high unemployment adds fuel to the fire.

### Grading system fuels rivalry

Within the university itself, the most obvious example of the encouragement of competition is the grading system.

Associate Dean (Academic) of Education John Walforth attributes competition and its manifestations to "our system of giving marks. We introduce a competitive element by the grading system."

Says Bain, "the finger should be pointed at those setting requirements and grading procedures."

Professor Cranton agrees that much of the blame for destructive competition lies in the grading system. But she says the root of the problem is "the values we have that lead to the grading system that is used."

Cranton points to the "norm-referenced" grading method (grading on a curve) as the grading method that fosters the most competition. In this system, all students are evaluated in relation to one another, causing "tremendous amounts of anxiety" and a lack of cooperation among students.

"No matter how well everyone in the class does, there is always going to be someone who falls at the bottom of the heap" or someone who fails, she says. This demotes cooperative learning, adds Cranton, because "helping someone else will be detrimental to your own grade."

Walforth thinks the norm-reference grading system should be completely rejected. "Professors should be a little less

primitive in their views in what constitutes success in a class. The expectation should be that everyone should and can achieve," he says.

Cranton favours the "criterion-referenced" grading system to the norm-referenced because it does not foster the same kind of malicious competition. This is a grading method that measures individual performance to a set of criteria. "No individual is competing with any other individual; what other people do does not matter," she says, because "theoretically, everyone (who meets the criteria) can get an A."

Cranton believes cooperative learning is encouraged by the criterion-referenced system. "Students work with each other and everyone learns more," she says.

Professor Bornstein says professors are also guilty of encouraging competition, although not necessarily on purpose.

"Some professors give the impression that they're much fonder of those doing well. One of the things you discover after the first test, is that the students that didn't do well suddenly become much

material," the present grading system (norm-referenced) "doesn't make any sense." Bain says students must be encouraged to work more cooperatively with each other "by providing incentives for them to become cooperative."

All the professors interviewed by the *Daily* agreed that students learn more in a cooperative manner. Says Noumoff, "students should be sharing their insights and information with each other." All would learn more.

### Combatting competition

Alternative teaching methods and grading systems are being used at McGill to combat the worst ravages of competition, however.

Professor Noumoff encourages cooperation in his courses by making students work in teams.

In one of Noumoff's classes, Comparative Revolution, students divide themselves into small groups and work on a year-long project involving a 100 page essay and class presentation. The mark given to each person in a group is the mark given to the project. There is also an exam worth only 20 per cent in which students are graded individually. Noumoff also encourages students to hold autonomous study sessions where class material can be discussed.

Engineering students are also exposed to a cooperative-type of approach in many of their courses. They work on labs and design projects in groups.

Asked whether professors have much freedom to decide what teaching or grading methods they wish to employ, Noumoff said "fortunately, there are no hassles (from the McGill administration) for using alternative structures."

Noumoff says there's "not too much hostility" directed at those wanting to use cooperative methods of teaching and grading. "It's more of a *laissez-faire* attitude now," he says, contrasting the present to the late sixties when "there was tremendous resentment towards alternative approaches."

Bain points out that there is "a social pressure to conform to a certain way of looking at things." After all, he says, "the university has moved to the Right in the last decade."

Utilizing alternative structures "won't lose you your job as a professor," says Bain, "but the social pressure limits what you can do."

"Having tenure takes the pressure off," he adds.

### Students resist cooperation

But, the response of students to cooperative structures "is much more resistant than the faculty," says

gets smaller, cooperative behaviour flies out the window."

Many professors, like Noumoff, find increasing competition and its negative effects on students and the learning process to be "an abomination." Bain calls it "disgusting."

All agree the worst manifestations of competition must be abolished; some advocate a complete change in the structure of the university and an emphasis on collective learning.

Bain points to a number of things that could be changed within the university to minimize competition. "The marking system could be changed to a pass-fail, grades could be picked out of a hat, and cooperative learning could be encouraged by getting students to work in groups and grading all of them according to the mark of the group project," he says.

Walforth proposes a plan to completely eliminate competition whereby the university would allow students to register, pay their fees and pick up their diplomas all on the same day. "And then," he says, "for the next three to four years, students would be free to go lectures, use the library, read lots of books" without the negative competitive atmosphere. Walforth does remind the *Daily* he's being "facetious" however.

### Entire system needs an overhaul

It is clear the existing negative effects of competition in the university cannot be changed without revamping the entire university system. And, insofar as universities reflect the existing socioeconomic order and cultural make-up of society, universities will not be ridded of competition until society itself is changed.

As Steinberg points out, "You can't have just one part of society change without another." Universities, as Bain has said, complement the economic structure and social values present in society.

Reform is still a good idea; we can at least minimize the worst effects of competition.

Students can form their own autonomous study groups to discuss not only their course material but also any other subject they deem of interest. Students could exert pressure on department heads and professors to change the existing grading systems and to set up more cooperative learning structures.

### The root of the problem

But reformism is limited because it doesn't get to the root of the problem — a problem which is, as Bain points out, based on the "economic structure and ideology of society."

"We won't see cooperation in the university until there's cooperation in the world," says Bain.

Unfortunately, popular concern for cooperation in the universities as in the world at large was buried along with the prosperous economy of the sixties. Cooperation is on the defensive.

The rising tide of economic and social conservatism is submerging us in an ethical morass where competition and individualism drown the collective well-being of society.

Our reality is one of shrinking budget allocations to education, decreasing accessibility to universities, and declining job opportunities.

Our reality is one of cut-throat competition.

### "Professors should be a little less primitive in their views of what constitutes success in class"

more shy — they don't ask as many questions, come to office hours or participate in class," he says.

"The cost is that a lot of talented people are getting cut out earlier because they don't respond well to exams, tests and the pressure created by competition," Bornstein adds.

### Reforming the rat race

Many professors agree that both the grading system and present teaching methods have to be reformed to encourage more cooperation among students. Says Cranton, "If the goal in teaching is to help students learn certain

Noumoff, attributing this to today's harsh economic environment.

Noumoff cites an example of what may occur within a cooperatively structured class. This year, one member of a group working on the year-long Comparative Revolution project proposed buying an essay from a service to his partner. His partner refused, and approached Noumoff with his dilemma. When Noumoff spoke with the student, his response was "I can't deal with this on a moral level, I only learn how to survive." Says Noumoff, "I found it rather distressing."

Steinberg sums it up: "When the pie



# Stephen Leacock: his life and lines

by Robert Costain

The name Stephen Leacock is inextricably tied to McGill University. But there are two Stephen Leacocks: the popular humourist, and the lesser known political scientist.

For most he is the humourist whose *Nonsense Novels*, *Sunshine Sketches of a Little Town*, and *My Discoveries in England*, (among others) have delighted millions and made the name Leacock famous. For others Stephen Leacock was the Political Science professor who taught at McGill for 35 years from 1901 until 1936. The large nine-storey building on the lower campus is

named after Leacock, the political scientist, in honour of his status as an institution at McGill. People rarely identify Leacock's two sides as being different aspects of the same person.

Leacock was born in 1869 in Swanmore, Hampshire, England. His family soon moved to Sutton, Ontario, where he grew up. Leacock moved to Orillia, Ontario, about which *Sunshine Sketches* was written, after his mother moved there in 1895. During his stay at McGill, Leacock regularly summered in Orillia.

After receiving his BA from the University of Toronto, he went to the University of Chicago, where he received his PhD studying under the famous economist

Thorstein Veblen. In Chicago he met and married Beatrix Hamilton.

In 1901, Leacock joined McGill's brand-new Department of Economics and Political Science. His first book, *Elements of Political Science*, a serious academic work, was published in 1906. Surprisingly, *Elements of Political Science* sold more copies than any of the humour books for which he is most famous.

According to ex-McGill Daily news editor Allan Anderson in his 1984 book, *Remembering Leacock*, Leacock was a popular professor who gave his students personal attention and interesting lectures.

Leacock was the driving force behind the 1911 founding of the

*McGill Daily*. He continued to support the newspaper throughout his career at McGill. He even contributed an article or two, despite his usually strict demand to be paid for his writing.

Despite his popularity and his success as a humourist, it is not surprising that few associate his name with the field of political science. As a political scientist Leacock did little to distinguish himself. According to one source, he grudgingly used a textbook he had written himself, but refunded

his percentage of the royalties (17¢ per copy) to his students that he would not profit.

The greatest controversy surrounding Leacock occurred in 1936, after he had turned sixty-five. Even though he was still active and popular professor, the McGill Board of Governors refused to waive its mandatory retirement age for Leacock. Leacock was forced to retire.

He spent the last eight years of his life travelling and fishing in his home in Orillia. He died in 1944 at the age of seventy-five.

**Daily Staff meeting today Union B03. Elections and fee hike to be discussed, nominations to be opened. Today 17:00.**

**Wimmin's Issue meeting Friday 15:00. Bring your submission to the collective editorial. Articles due Monday. For more info, come talk to Leela, Melinda, Anna or Catherine at the Daily office.**

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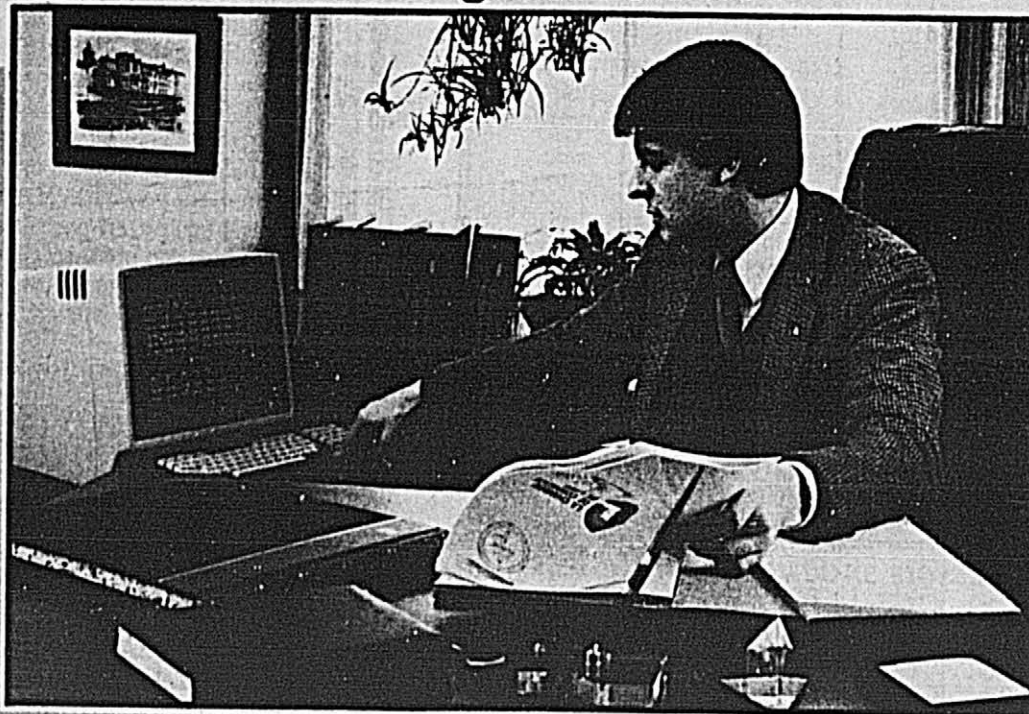
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## STUDENTS' SOCIETY ELECTIONS



### LOCATION OF POLLS

#### ADVANCE POLLS:

Tuesday, March 5th, 1985 10:00am-4pm

- 1) Bishop Mountain Hall (4:00-7:00pm)
- 2) Royal Victoria College (11:00am-2:30pm)
- 3) Bronfman
- 4) Burnside Hall
- 5) Education
- 6) Leacock
- 7) McConnell Engineering
- 8) Thompson House (4:00-7:00pm)
- 9) Strathcona Anatomy and Dentistry
- 10) Union
- 11) Currie Gym
- 12) Dental Clinic (11:00-2:30)

#### REGULAR POLLS:

Wednesday, March 6th, 1985 10:00am-4:00pm

- |                          |                                  |
|--------------------------|----------------------------------|
| 1) Arts                  | 7) McIntyre                      |
| 2) Bronfman              | 8) Redpath Library               |
| 3) Burnside              | 9) Stewart Biology (South Block) |
| 4) Chancellor Day Hall   | 10) Strathcona Music             |
| 5) Leacock               | 11) Union                        |
| 6) McConnell Engineering | 12) Wilson Hall                  |

Students who have not voted at the advance polls on March 5, 1985 may vote at the regular polls on March 6. Under no circumstances will students be allowed to vote without a McGill I.D. card.



## events

## EVENTS

**McGill Film Society** meeting for all members in Lea. 132 at 19h00. "Z" at 20h00 in Lea. 132

**McGill Christian Fellowship** presents Frank Humphrey discussing the Bible's historical accuracy, in the Diocesan basement at 19h00.

**Players' Theatre** presents Joe Orton's "Entertaining Mr. Sloane, Feb. 27-March 2, March 6-9 at 20h00. Union building, third floor, 392-8989, \$5 general audience, \$4 students/seniors.

Inform yourself about political oppression in South Africa. Come and see Cedric Mayson speak on "The Struggle for Racial Justice in South Africa" at 12h30 at 3484 Peel (Newman Centre). Co-sponsored by the

McGill South Africa Committee and Presbyterian-United Church chaplaincy. 392-5890.

**Irish Studies** at McGill present Prof. Martin speaking on "Wood Quay, Dublin: A Medieval and Modern Saga at 20h00 in the Arts Council Room, Arts Bldg. 160.

**Coping with Herpes.** Small support groups are being formed at a local community clinic for people with genital herpes. The purpose of these groups is to provide information about the disease and to discuss personal problems related to having it. There is no cost for this service. Interested individuals can contact Lydia McLarnon at 842-4972.

**TFEJ/QIC** presents "The Secrets of Operation Moses" with Samuel Segev at 20h00 in Leacock 26. No charge.

**The Alley** — McGill's newest pub gives you the Kevin Dean Trio at 21h00...Free...A Jazz sound you won't forget!

**Program Board-Alternative Programming**

presents "Talent Show" at 12-14h00 in the Alley. Free.

**Medicine in Developing Areas** presents the film "Water — The Hazardous Necessity" at 12h00 in the McIntyre Medical building, J.C. Meakins Amphitheatre.

also "Western Medicine in Developing Areas. Why? and Where? at 19h30 in the J.C. Meakins Amphitheatre of McIntyre Med.

**H.S.A. speaker** Prof. Neil Cameron of John Abbott College will speak at 14h00 in Lea. 12 on "Ultimate Weapons and Ultimate Uncertainty".

**School of Social Work Film Series** presents "Home Feeling: Struggle for a Community" in Wilson Hall, Room 110 at 13h00.

## FRIDAY

**Medicine in Developing Areas** — presents the film "Grenfell of Labrador — the Great Adventure at 13h00 in J.C. Meakins Amphitheatre of the McIntyre Med. building.

**Submissions of handmade artwork** for The Artisans Show (March 6-8), sponsored by the Women's Union on Friday March 1 from 16h30 to 18h00. Bring all work to Union Rm 423. Call 392-8920 or 844-5763 for more info.

**McGill Film Society** presents "The Adventures of Buckaroo Banzai Across the 8th Dimension" at 20h00 in Lea. 132.

**McGill Developing Area Studies Food Systems Research Group Seminar** series presents "Food Systems and Development: Self-Sufficiency, Sustainability, Nourishment at 15h00 in the MacDonald-Harrington building Room C103E.

**Party at DKE Frat** (blue door) 3653 University, double shots \$2, beer \$1.

## SATURDAY

**McGill Film Society** presents "Hair" at 20h00 in Lea. 132.

**Radio McGill** presents Lorraine Foster live. Join special guest Lorraine, co-hosts Hye

Fye and Mr. Magic, and special guest host Chester Dorchester for this week's "Breakfast with Video". "Man on the Street Poetry Party. 91.7 cable FM.

**McGill Ski Team/Outing Club** Ski day at Mt. Habitat, \$15.00 at Sadies. Call 481-6831

**Caribbean Students Society** presents "Positive Vibrations"—a Cultural Show at 20h00 at Westmount High School, 4350 Ste. Catherine St. W, \$5 in advance, \$6 at door, Call 366-4482.

An up and coming Montréal artist, Adrienne Luce, will be having a retrospective of her sculptures and drawings. Her work is pre-occupied with cultural inhibitions and blends the irrational and intellectual. March 2 and 3 13h00-21h00 at 1466 DeChambly (Metro Papineau and Bus 34). For more info. call 844-5763.

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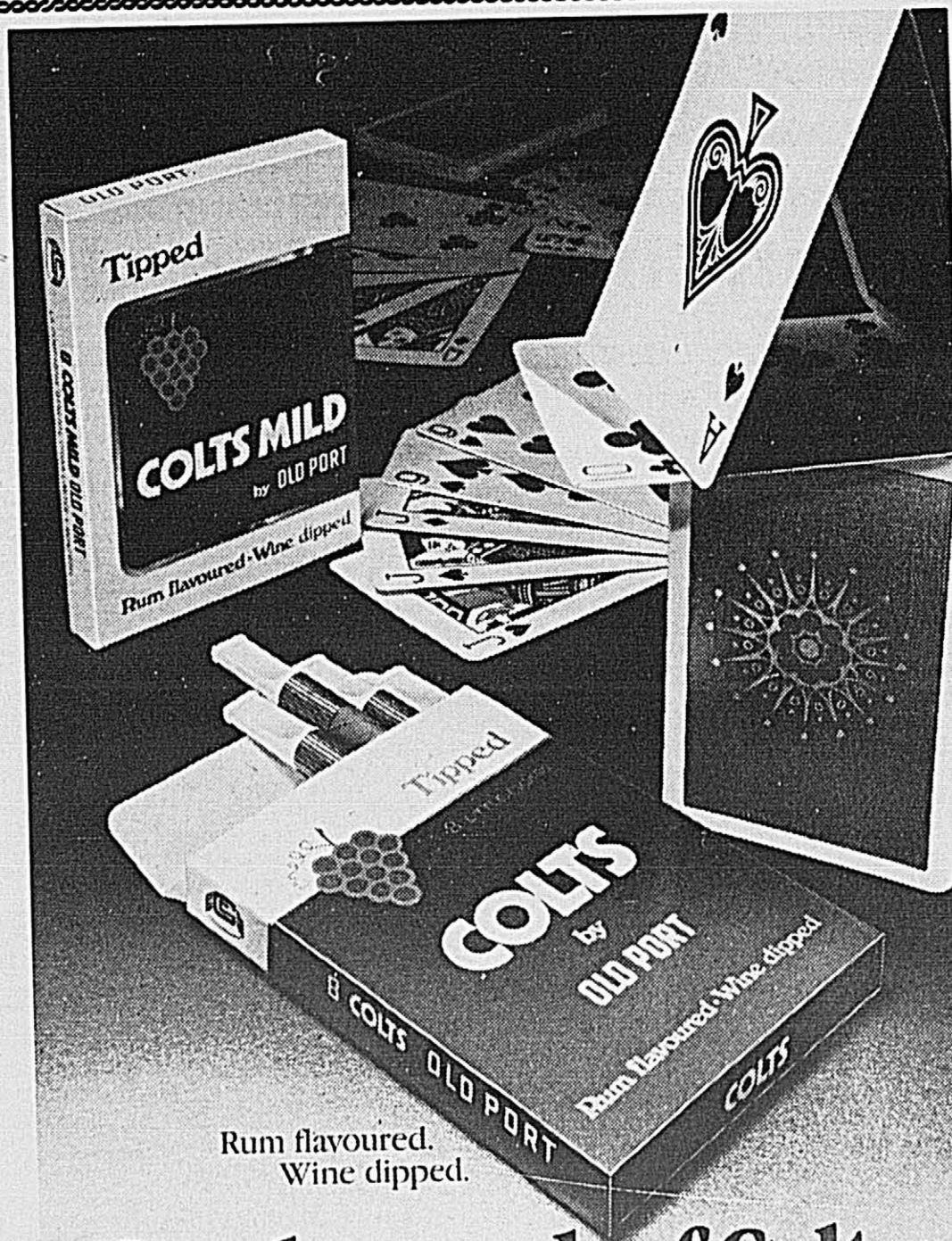
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# Profs against cuts

by Peter Kuitenbrouwer  
of Canadian University Press

Québec university professors are on the road. After sounding the trumpet in Montréal on Valentine's Day, a group of them set off on Monday, 25 February on a provincial tour to Hull, Lennoxville, Québec, Rimouski, Rouyn, Sherbrooke and Trois Rivières: the seven other Québec cities which have universities. The tour will end March 21.

The group, calling itself simply "The Québec University Teachers," is spreading the word: under-funding by the Québec government is strangling the province's universities. They represent 5,500 of the 6,833 university professors in the province.

The professors are spending \$200,000 on the publicity campaign, which included large ads in every Québec daily newspaper, the speaking tour and a series of pamphlets on how underfunding is affecting

by a government concerned only with trimming the bottom line and promoting scientific and technological development of Québécois. In this government programme, teachers in social and pure sciences are a dime a dozen.

"Visible people in Québec, ministers, MNA's and others, have sown doubt on our daily efforts, questioned our productivity, minimized our devoteness, attacked our availability and discredited the effort we put in our actions," Ann Robinson chairperson of the professors' campaign and a Laval law professor, told a press conference Valentine's Day.

"These gestures, these words and these attitudes, timed to the sharper and sharper under-funding, have made professors weary and discouraged," Robinson said. She thinks the Québec government has forgotten the great commitment professors gave to transforming Québec from a proletarian rural society to a modern state through the Quiet Revolution.

A few numbers shed light on just how bad these cut-backs actually are. This year, 10 per

cent of the Parti Québécois government budget cuts are coming out of universities, though universities account for only 4 per cent of public spending. Universities get only 16 per cent of the total provincial education outlays, but 50 per cent of education budget cuts.

The trend for the eighties so far is frightening. In 1981, the Québec government gave \$849.5 million to universities. In 1984, in constant 1981 dollars, the government gave only \$733.8 million. Meanwhile, Québec universities have accepted 30,000 new full-time students. There are currently 145,000 university students in Québec. And universities are bracing for even more students next fall, even though "the classrooms will not be larger this year than they were last year," said Michel Croteau, press attaché for the university teachers' association.

Université de Montréal's operating grant rose a paltry \$2 million, from \$162 to \$164 million for this fiscal year. Meanwhile, enrollment increased by seven per cent. U de M has now made it quite clear, Croteau

said. "Next year (if government financing does not increase) they do not want any increase in students."

Croteau said the cuts in government funding are forcing schools to make the painful choice between accessibility and quality. "If universities don't limit enrollments they will have serious problems with quality," Croteau said. Of the campaign for more money Gilles Vaillancourt, head of Université du Québec's professors' union said "last year we rang a bell. This year we are ringing the alarm."

Université de Sherbrooke is considering abolishing three departments it can no longer afford: philosophy, English studies and theology. Croteau said U de M may be tempted to place enrollment restrictions in social sciences and education.

The professors are also frightened by the Québec government's rapid shift to funding technological revolution-related studies. For 1984-85 the province took away \$22 million in general operating grants to universities, and gave the money back in grants which can only be spent on technological revolution-related subjects. The government also has a funding formula which gives larger subsidies per student enrolled in a technical training programme. Admittedly an engineer costs more to teach than a history ma-

for, but still the funding is an incentive to recruit and promote technology programmes.

Croteau worries that in five years, Québec will have a shortage of social sciences professors, and "we'll have to import professors from Europe like we did 20 years ago."

"Sure we might spare a few dimes here and there but in five to ten years what will that do for economic-social and cultural development in Québec?" Croteau asked. Similarly, the professors, "Heads in mind!" advertising campaign warns "imposing restrictions blindly while the economic crisis is being overcome means punishing all of Québec society."

Meanwhile, Québec is also doing badly by comparison with the rest of Canada, in terms of the populations's learning level. In 1983, 9.3 per cent of Québec residents over twenty had a university education, compared to 11.8 per cent in Ontario and 10.6 per cent in Canada overall. And the Federation of Québec University Professors Association estimates among francophones, only 7.5 per cent have a university degree.

The government may see a tuition hike as a way out, but the professors don't see this as a solution. They want the money to come from the current Québec budget.

continued on page 16

## campuspeak

# McGill: in English and en français

by C. Andrew Marshall

A recent Quebec Provincial report has stated that McGill is not doing enough to accommodate its ever increasing number of Francophone students.

As an English language institution should McGill bear the responsibility of increasing facilities for Francophone students?

I don't think so. This is an English University. Why should there be increasing facilities for Francophones? There are French universities if they want to be in a French environment.

Mart Taylor  
Eng. U2

As long as the Anglophone education is not affected.

Paul Somma  
Management U1

As a university in a French province it should be able to accommodate more French students. Perhaps provide a larger number of courses in French.

Rhonda Simpson  
Arts U1

What McGill is doing at the present is enough. The reason Francophones come here is to be educated in English. For engineers it is not so difficult because its mathematical. But even in the Social Sciences a student won't be penalized for being Francophone, because s/he can

write papers and exams in French.

Marlo Sabourin  
Engineering U1

No! Francophones come here because it is English and students

continued on page 17

par Richard Latendresse

En tant qu'institution universitaire anglophone dans la communauté québécoise francophone, est-ce que McGill devrait assumer la responsabilité de l'augmentation des services aux étudiants-es

francophones?

Je ne vois pas de raison. En venant étudier ici, tu t'attends à vivre dans un milieu anglophone.

M.C. Gédéon  
Physiothérapie, U2

Les services sont acceptable. De toute façon, il est souvent possible de pouvoir parler français.

Benoît Brochu  
MNGT, U1

On a choisis une école de langue anglaise. On est ici pour apprendre l'anglais. Quant à moi je supprimerais même les examens en français.

George Masson  
Génie, U3

Lorsque j'ai eu de la difficulté, on m'a toujours aidé. Je me suis jamais défavorisé. La situation textuelle m'est pas si mauvais mais il y a toujours place à l'amélioration.

Ginette Lahaise  
Sociologie, U2

Je suis en désaccord. Peut-être lorsqu'on s'inscrit en premier année. Après cela un étudiant devrait pouvoir se débrouiller.

Loïc Breton  
Sc. politique, U4

Jusqu'à certain point il y a place à l'amélioration. Les activités para-scolaire devraient être plus en français et être plus proportionnel.

Mark Jardinais  
Mngt, U4

continued on page 16

## Conseil report unfounded

by Richard Latendresse

The "Conseil des Universités" recently presented its conclusions on the participation of McGill University in the Québec francophone community. Its two main criticisms concerned the lack of integration by the university into the private and academic francophone sectors, and the fact that a preference for English Canadians seems to be shown in terms of acceptance into the university.

The Conseil recommended two policies to create greater accessibility for French speaking students: an increase in services to the francophones on campus and a direct increase in the number of Francophones at McGill.

The total proportion of Francophones at McGill has increased from 10 to 23 per cent of the whole student body from 1970 to 1984. This is a progressive increase of 1 per cent per year. Without any governmental measures, Francophones already

formed 52.8 per cent of the students in the Faculty of Agriculture, 52.5 per cent of the School of Occupational and Physical Therapy, 44.1 per cent of the faculty of Music, and 29 per cent of the Faculty of Management in 1984.

While a widening of the services offered is essential it is uncertain to what point there should be a policy imposed as to the number of Francophones at McGill.

If the increase in the French population on campus is proportional to a restriction in the number of foreign students who form 23 per cent of the McGill student body, and compose 75 per cent of the entire population of foreign students in Québec, then the number of foreign students may drop to make room for the francophones.

Such a result would deprive the Québec Community of the cultural richness of foreign students, which all modern, progressive, non-xenophobic societies have learnt to respect.

However, one may accept the premise that an increase in Francophones (who came study to this university to study, not primarily to learn English) implies an increase in the number of courses given in French and of French professors.

While asking for bilingual teaching-assistants is perfectly natural, it should be recognized that the costs of a bilingual university are very high. The University of Ottawa/L'Université d'Ottawa, for example, recently increased its budget by 7 per cent in order to account for its bilingual character and is requesting more.

It would also restrict McGill's advantage in receiving various specialists from around the world. Students wishing to be taught in French will simply force the university to stop hiring unilingual professors. Indeed, it would be totally absurd to ask a professor to put aside his/her research for a while in order to learn French well

continued on page 15



## francophones at McGill

# ...Conseil report

continued from page 14

enough to express the results of his/her studies.

No matter how legitimate these changes are, they would still undermine the entire rationale behind the presence of Francophones at McGill.

The failure of most attempts to form an association of French students seems to prove what many French students claim to be their principal incentive in coming to McGill. Overwhelmingly, they admit to being here first and foremost to learn the language and then, secondly,

because of the reputation. To impose on the university a change in its form would make McGill just another French university in Québec.

The government advisory board advances an old phobia of the Québec Francophone intellectual — an inherent fear of whatever is English. This attitude is pervasive in the policies of the present Québec government and reflects itself deplorably, for example, in the quality of the teachings of the second language in Québec. This idea follows the same line of reasoning which considers that the less Francophones are in contact with the Anglo-Canadian culture and language, the more they will prefer the Québec culture. It is in fact a direct attack on the expansion of the Québec culture, a narrowing of our cultural world.

As such the Anglo-Canadians will maintain their monopoly on communications in the U.S.A. and other English nations, and will continue propagating ideas about Québec that will most certainly distort the Québec reality.

Fortunately, one doesn't promote the value of a people, or the value of an ideal — especially one as noble as national sovereignty — by ignorance and limitation of development.

As long as there is no voluntary limitations on the number of Francophones at McGill, a deaf ear is not turned to aspirations of Francophones already at McGill and bilingualism is supported as a normal phenomenon in an English university they cannot ask more from the university than self-destruction. And for Québec students this would be a professional and national suicide.

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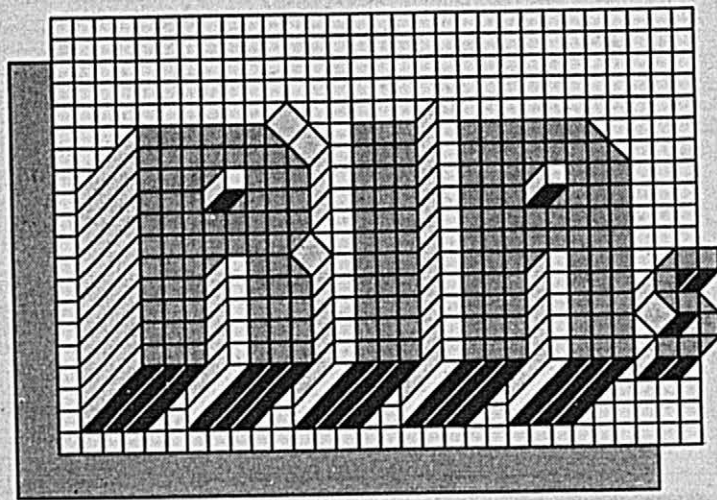
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# ...campuspeak

continued from page 14

On doit s'attendre à parler anglais. Ce n'est pas une obligation mais ça serait plaisant si c'était possible.

**Myriam Mongrain**  
psychologie, U3

Il est évident que McGill est anglais et on le sait lorsqu'on s'inscrit?? Il serait intéressant d'avoir les services en française mais c'est difficile à exiger dans les circonstances.

**Denise Dorval**  
Sociologie U1

McGill est anglophone et a le droit de le rester. Il ne demandait pas avoir de faveur comme il n'y a pas pour les autres langues. If you can't make the effort, somebody is ready to take your place.

**Philippe Beaumier**  
Génie, U1

Franchement, j'ai choisi McGill parce que les cours sont bons. McGill a toujours été anglophone et je le savais quand j'ai fait mon choix.

**Normand Delorme**  
MNGT, U2

En venant à McGill, c'est un choix que l'on fait. On ne peut pas en??? à McGill son caractère anglais. Ce serait une erreur.

**Robert Dujour**  
Psych., U3

Je ne vois pas de raison. Les services sont déjà adéquats. On peut écrire les examens et travaux en français. Les services sont beaucoup mieux ici qu'à l'université de Montréal par exemple.

**Dominique Perron**  
Génie, U3



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# ...cuts

continued from page 14

Why is funding universities for anything but technological studies so unpopular in this province?

The Québec professors feel that the public, and the government simply are not showing appreciation for the academic contribution of building Québec. Certainly, this appreciation is not now being shown through sacks of cash.

# ...access

continued from page 7

sities.

Despite protests from student leaders who say investment in education yields social benefits, governments appear to be moving to shift investment costs on to students.

Without more money for the educational system, the effort to get more research and narrow job training out of the university system will necessarily result in reduction enrolment and/or increased fees — the Bovey Commission recommends six percent fewer students, each paying drastically higher fees.

If an all-loans aid plan is coupled with these accessibility cuts, the gap between rich and poor youths' chances of getting ahead through university could grow larger than it is now.

And as long as a university ticket can be cashed in for the extra perks in our society, universities will continue to play a role in keeping lower-class youths heading to lower-class jobs, and in allowing wealthier youth to get another step ahead.

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**Sunday, March 10, 1985, at 8:30 p.m.**

"The Jewish Renaissance in Central Europe between the Two World Wars" by Prof. Michael Oppenheim, Dept. of Religion, Concordia University.

**Sunday, March 17, 1985, at 4:30 p.m.**

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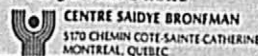
1. "Jewish Experience in the Literature of Poland and Russia" by Musia Schwartz, PhD. Compared Lit. McGill University

2. "Yiddish Theatre" by Dora Wasserman, Director of Yiddish Theatre, Saidye Bronfman Centre.

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# ...Faculty of Death

continued from page 8

supersonic craft technology has been "nearly a complete loss to the civilian economy." Because of the highly expensive operating costs of these crafts, they are only affordable to the military.

Even if benefits to civilians exist, the question becomes one of whether the civilian applications outweigh the possible destructive capabilities of most of these "innovations."

At present, the onus falls on the individual academic to decide which application takes precedence. Within the increasingly research-oriented and pennyless Canadian universities, strong pressures fall on professors to accept grants and contracts that will bring money into the university.

Says the McGill Research policy, "Individual investigators must to a large extent assume direct responsibility or the intellectual and ethical qualities of their work... a serious social responsibility thus rests on the individual members of the community who are best equipped through special knowledge to remain aware of the consequences of research activity, and the possibility of maligned applications must be balanced by them against potential benefits."

The scientist engaged in research will obviously have a "special knowledge" of the project under research, but that does not mean they will have a "special knowledge" of its consequences and social implications.

"The consequence of 'pure research' is beyond the researcher's control," says Noumoff. If the research is being done with a DND contract, the end-use is in the DND's hands.

David Suzuki said in a recent interview with the *Daily* that Scientists lose track of the implications their research may have on the world as a whole, says Suzuki, because the system forces them to study only a very small, isolated part of the world.

Not knowing the 'end-use' makes it difficult to judge whether or not the application will be to society's benefit, especially when the researcher often has to rely exclusively on the information given to her/him by the contractor.

As American historian Howard Zinn writes in *The Politics of History*: "Specialization ensures that one cannot follow a problem through from start to finish. It ensures the functioning in the academy of the system's dictum: divide and rule."

"Basic research" is a symptom of this 'divide and rule' dictum. Small hypothetical problems, with no apparent application, are presented to researchers. Basic research projects

are distributed to many different researchers at different universities. While one researcher is working on one very specialized project, another will be working on a different aspect, in another university of, what is in reality, a related problem. Both are part of a whole which when all put together could be a new highly destructive military weapon about which none of the individual researchers were aware.

But, scientists working on projects funded directly by the DND know their work is going to be applied.

Says David Suzuki: "Scientists know god damn well that the bulk of their discoveries are going to be used for profit or destructive power."

Those who claim, like Knystautus and Lee, that who sponsors their research is "immaterial" and that the defense department's application of their research work is not their concern, are merely trying to remove all blame for actions from their shoulders.

Knystautus and Lee have claimed they are not responsible for what somebody else does with their research of fuel air explosives. Says Knystautus, "Whatever uses they put it to is none of my business — I don't deal with the social implications."

Meanwhile, the professor must worry about her/his career. With the present emphasis of the McGill administration on attracting research money, researchers may lose their credibility if they don't bring in enough cash.

"The university looks on a faculty within McGill in terms of how much money research grants bring in. The university is increasingly making judgements about professors according to the how much they bring in," says Noumoff. "Professors are nudged to go for the grants. The big money," he adds, "comes from governments and corporations."

Mechanical Engineering professor David Jeffrey agrees and says the pressure placed on professors to accept any grants or contracts offered reduces the researcher's choice of where to get their research dollars from.

What it all comes down to, in the end, is that the researcher is caught in a bind.

Professor Jeffrey deliberately dissociates himself from military research. He points to a contradiction between the concept of social responsibility and science as it now exists. He says if he were to be completely socially responsible, "I'd have to stop being a scientist."

What makes Jeffrey different from most researchers is that he has taken a stand on the question of military research.

To solve the problems that socially irresponsible academics

have created, the nuclear bomb being the most notable, academics must reassess their relationship to society and the ethical implications of their research and activities, in and outside the university. Universities and society in general must rethink the role of the university in building and justifying a system that may, very possibly, lead to global annihilation.

One must remember, says Jeffrey, what the Nuremberg trials taught us. "Orders are not orders." There are alternatives.

If we were to follow Chomsky's alternative, military research and its social, political and moral character would be exposed. If all research of a military nature at McGill had to be undertaken in a central building called Ministry of Death, all would realize how massive the contribution to what Chomsky calls 'Death Research' really is. If people could recognize Death Research, they would end it.

## campuspeak

want the opportunity to work in an English milieu. It is not as if Francophones have no choice of French institutions to attend.

Alan Lewis  
PhD Sociology

There's no need to increase it, the facilities today are sufficient.

Paul Fowler  
Management U1

It's an English university, enough is being done.

Cindy Jameson  
Management U1

As a Francophone I came here to be educated in English. I feel that total immersion is a necessity. As my courses are in English, I prefer to write my exams in English.

André Bertrand  
Engineering U1

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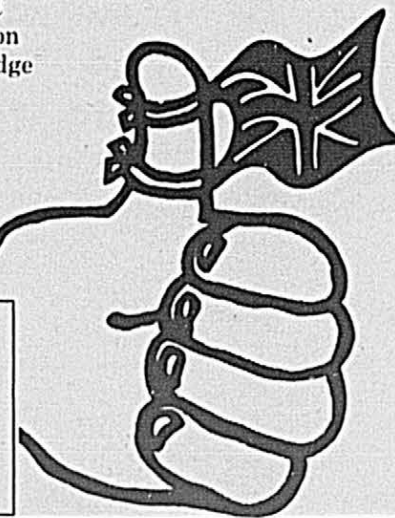
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VP

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V1 rep

V2 rep

V3 rep

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## MEMORANDUM "40" A HOLOCAUST DOSSIER: 4 DECADES AFTER

MARCH 5th - MARCH 21

EDWIN BLACK - Journalist, Author - Topic "The Transfer Agreement"

Tuesday, March 5th  
Leacock 20 (McGill University), 8:00 P.M.  
Admission: \$3.00 Adults  
\$1.50 Students and Seniors

SUZANNE FILIATRAULT - Author, Topic "The Visitors"

Tuesday, March 12th  
Leacock 20, 8:00 P.M.  
Admission: Students Free  
\$1.00 General Public

EVA FOGELMAN - Author, Filmmaker, Psychotherapist  
Movie "Breaking the Silence"

Thursday, March 14th  
Leacock 20, 8:00 P.M.  
Admission: Students & Seniors \$1.50  
Adults \$3.00

JOHN J. SIGAL - Professor, Psychiatry McGill University  
Topic "Implications of the Holocaust on 2nd and 3rd Generations"

Tuesday, March 19th  
Leacock 12, 1:00 P.M.  
No Charge

DAVID WYMAN - Historian, Topic "The Abandonment of the Jews: America and the Holocaust"

Wednesday, March 20th  
Leacock 12, 8:00 P.M.  
Cost: Students & Seniors \$2.00  
Adults \$4.00

FILM - MORGEN IN ALABAMA - Directed by Norbert Kuckelman

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Series charge for all speakers and films:  
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15:00. Bring your submission to  
the collective editorial. Articles  
due Monday. See Anna,  
Melinda, Leela or Catherine in  
the Daily office for more info.**

## ...classifieds

continued from page 2

### 370 - RIDES

RIDE to WATERLOO (or Toronto area), Fri-  
day, March 1. I'll share the cost of gas and  
provide scintillating conversation (or  
silence). Please call Julie: 392-8959 (days);  
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Two desperate, starving students in need of  
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Willing to share conversation and costs.  
Phone Dale 843-4676 after 6:00pm.

I'm looking for a ride to Guelph (or Toronto  
area) the weekend of March 9th. Will share  
gas. Please call Elaine at 845-8303.

Ride needed to Boston (will share expenses)  
between 1st March-5th March. May come  
back in a day or two. Please call Phinjo  
274-1525 evening.

### 374 - PERSONAL

JOIN THE DAILY, Join The Daily, Join The  
Daily, Join The Daily, Join The Daily, Join  
The Daily. Watch for notices about recruit-  
ment meetings and/or come by Union B-03  
some afternoon. You may surprise yourself.  
Then again, you may be appalled.

Looking for someone interested in practising  
his/her French & would help me to practise  
my English. Jacques 523-9535 (evening  
after 22:00).

Hang on ZILLIONS of walls - simultaneous-  
ly - in the arty "Les femmes de McGill"  
calendrier! Auditions: Monday - Student  
Union 425-426, Tuesday: B09-B10, 4:00.  
Please bring photo.

Dearest Gwen I would like to braid your hair  
with flowers, scent your skin with cin-  
namon, capture the smile in the kiss of your  
lips and fit you into a song. But I'll settle for  
a word. -Secret admirer.

### 383 - LESSONS OFFERED

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CONCERT TIME: Recording Artists Honey-  
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thinking about McGill, but are not as yet certain or  
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## THE KRAFT DINNER\* SCHOLARSHIP SWEEPSTAKES

Quick, easy KRAFT DINNER\* Macaroni & Cheese has always helped students through busy times with good nutrition and the good taste of KRAFT cheese. Now it could help you through school.

You could be one of 3 lucky university students in Canada to win a \$1,000 scholarship from KRAFT.

Three proofs-of-purchase of KRAFT DINNER\* Macaroni & Cheese will get you entered in the KRAFT DINNER\* Scholarship Sweepstakes.

To start you off right, here's 25¢ off three boxes of KRAFT DINNER\*.



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### Rules & Regulations

- 1 Print your full name, address and telephone number on the entry form or on a 3" x 5" piece of paper, and mail together with three (3) UPC symbols (the small box with the series of vertical black and white bars) from KRAFT DINNER\* Macaroni & Cheese (or a hand-drawn facsimile of any such labels, not mechanically reproduced). Enter as often as you wish, but mail each entry separately bearing sufficient postage. To be eligible entries must be received no later than May 31, 1985 THE CONTEST CLOSING DATE. KRAFT will not be responsible for lost, destroyed or wrongly addressed envelopes. No purchase required.
- 2 There will be a total of three (3) prizes of \$1,000.00. All prizes will be awarded on a random basis.
- 3 A random draw will be made by an independent judging organization from all eligible entries received on or before the contest closing date May 31, 1985. The drawing will be held on June 17, 1985 at 8:30 a.m.
- 4 In order to win THE KRAFT DINNER SCHOLARSHIP SWEEPSTAKES, the selected entrants must first correctly answer a time-limited mathematical skill-testing question to be administered by mail. All selected entrants will be

required to sign a release declaration confirming compliance with the contest rules and acceptance of the prize as awarded. The chances of being selected depend upon the total number of eligible entries received.

5 This contest is open to all resident university students in Canada 18 years of age or over except employees of KRAFT LIMITED, its affiliated companies, advertising agencies, other representatives or agents, the contest judging organization and the persons with whom they are domiciled.

6 All entries become the property of KRAFT LIMITED, 8600 Devonshire Road, Town of Mount Royal, Quebec H4P 2K9, and no correspondence will be entered into except with the selected entrants who will be notified by mail or telephone. KRAFT LIMITED reserves the right to publish winners' photographs, voices, statements, names and addresses if so desired. All prizes must be accepted as awarded and the decision of the independent judging organization is final. Only one prize per family, or per household, or per address will be awarded.

7 This contest is subject to all federal, provincial and local laws. Any litigation respecting the conduct and the awarding of a prize in this publicity contest in Quebec may be submitted to the Régie des loteries et courses du Québec.

STORE COUPON

**25¢ off** 3 boxes of  
KRAFT DINNER\* Macaroni & Cheese.

Participating Grocer: For redeeming this coupon from your customer who purchases from you the three KRAFT stated products, KRAFT LIMITED, 8600 Devonshire Road, Mount Royal, Quebec H4P 2K9, will pay you 25¢ plus 9.9¢ for handling. Redemption on any other basis constitutes fraud. Upon request, you must prove purchase of sufficient stocks of stated KRAFT products to cover redeemed coupons which will be honoured only through participating retailers of KRAFT Products. Customer to pay any sales or similar tax. Coupon void if prohibited, restricted or taxed. For redemption, mail to KRAFT LIMITED, P.O. Box 3000, Saint John, New Brunswick E2L 4L3. Cash redemption value 1/20¢.

Dear Consumer: Redeem coupon promptly at Participating Grocer. One "25¢ Off" redemption per three items purchased. Offer only valid in Canada on stated KRAFT products.



25¢

25¢

\*TM. of KRAFT LIMITED



REDEEM PROMPTLY

3841343H

### THE KRAFT DINNER SCHOLARSHIP SWEEPSTAKES

#### TO ENTER:

Fill out this coupon and mail it with three (3) UPC symbols from KRAFT DINNER\* Macaroni & Cheese (or a hand-drawn facsimile of any such labels, not mechanically reproduced) to:

KRAFT DINNER SCHOLARSHIP SWEEPSTAKES

P.O. Box 9410,

Saint John, New Brunswick E2L 4W8



Name \_\_\_\_\_

Address \_\_\_\_\_

Apt. \_\_\_\_\_

City \_\_\_\_\_

Prov. \_\_\_\_\_

Postal Code \_\_\_\_\_

Telephone \_\_\_\_\_

University currently enrolled in \_\_\_\_\_

Please note: By entering the contest, I acknowledge that I have familiarized myself with the rules and regulations and agree to be governed by them.



CONTEST CLOSING DATE: MAY 31, 1985.



**Co-ordinators of the Daily's special education issue: Adam Quastel, Brendan Weston, and Melinda Wittstock.**

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**A taste for adventure**

**EXPORT 'A'**

WARNING: Health and Welfare Canada advises that danger to health increases with amount smoked — avoid inhaling. Average per Cigarette —  
Export "A" Light Regular "tar" 10.0 mg., nicotine 0.6 mg. King Size "tar" 10.0 mg., nicotine 0.8 mg.  
Export "A" Extra Light Regular "tar" 8.0 mg., nicotine 0.7 mg. King Size "tar" 9.0 mg., nicotine 0.8 mg.